PRESENTING
High Quality Professional Development

Division of Federal Instructional Improvement

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Missouri Department of Elementary and Secondary Education

FEATURING

Professional Development
Successes in

Southeast Missouri Schools

INTRODUCTION

The High Quality Professional Development Standards used by the Department of Elementary and Secondary Education are correlated to the National Staff Development Council's Standards

A copy is on the Department website and in your packet

SURVEYS

- A survey is provided for your use by the Department and is also on the web and in your packet

- It is important to note the introductory paragraph for your local professional development activities which states that

High-Quality Professional Development in Schools MUST

- Meet all of the criteria in Part I

- Meet at least one criterion in Part II

- And, Meet at least one criterion in Part III

- All completed activities must align with district or building CSIP goals

WARNING

- One-day workshops and short-term conferences or workshops must be part of a fully-implemented professional development plan

- School Improvement Professional Development plans must also be part of the district CSIP

National Staff Development Council Standards

- Learning Communities

Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district

MSIP Indicators 6.7.1; 6.7.2; 6.7.5

- Leadership

Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement

MSIP Indicators 6.7.1; 6.7.5; 6.7.6

- Resources

Staff development that improves the learning of all students requires resources to support adult learning and collaboration

MSIP Indicators 6.7.1; 6.7.6

- Data-driven

  Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement

  MSIP Indicators 6.7.3; 6.7.4; 6.7.5

- Evaluation

  Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact

  MSIP Indicators 6.7.3; 6.7.4; 6.7.5

- Research-based

Staff development that improves the learning of all students prepares educators to apply research to decision making

MSIP indicators 6.7.2; 6.7.3; 6.7.4

- Designs and Strategies

 Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal

 MSIP Indicators 6.7.3; 6.7.5

- Learning

  Staff development that improves the learning of all students applies knowledge about human learning and change

  MSIP Indicators 6.7.1; 6.7.2

- Collaboration skills

Staff development that improves the learning of all students provides educators with the knowledge and skills

to collaborate

MSIP Indicators 6.7.2; 6.7.6

- Equity

Staff development that improves the learning of all students prepares educators to understand and appreciate all students, create safe, orderly, and supportive learning environments, and hold high expectations for their academic achievement

MSIP Indicator 6.7.5

- Quality teaching

Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately

MSIP Indicators 6.7.1; 6.7.2; 6.7.3; 6.7.6

- Family involvement

  Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately

  MSIP Indicator 6.7.5

Four Strands of Professional Development

- Strand 1 – Curriculum

- Strand 2 – Instructional Practices

- Strand 3 –Assessment

- Strand 4 --Leadership

Guest Presenters

Dr. Cindy Amick, Assistant Superintendent
New Madrid County Central
Mrs. Becky Stewart, Elementary Principal,
Charleston Elementary School
Mrs. Susan West, Director of Instruction,
Gideon #37
Mr. Todd Watson, Elementary Principal
West St. Francois Co. Elementary School

Strand Handout

- Refer to the 4 column handout for the guest presentations

- Guests have done varied work within their schools

- Presentations will be based upon this handout

Curriculum

- 1.1 Demonstrating Knowledge of Content and Pedagogy

- 1.2 Selecting Instructional Goals

- 1.3 Designing Coherent Instruction (details in handouts)

Instructional Practices

- 2.1 Demonstrating Knowledge of Students
- 2.2 Demonstrating Knowledge of Resources
- 2.3 Establishing a Culture for Learning
- 2.4 Managing Student Behavior
- 2.5 Engaging Students in Learning

Assessment

- 3.1 Assessing Student Learning

- 3.2 Maintaining Accurate Records

- 3.3 Providing Feedback to Students

- 3.4 Demonstrating Flexibility and Responsiveness

Leadership

- 4.1 Reflecting on Teaching

- 4.2 Communicating with Families

- 4.3 Contributing to the School and District

- 4.4 Growing and Developing Professionally

- 4.5 Showing Professionalism

Curriculum
Demonstrating Knowledge
of Content and Pedagogy

- Knowledge of Content
- Knowledge of Prerequisite Relationships
- Knowledge of Content-Related Pedagogy

- Show-Me Standards
- Curriculum Frameworks
- Assessment Annotations to the Curriculum Frameworks
- Supplements to the Curriculum Frameworks (Mathematics)
- Interpretations to the Curriculum Frameworks (Communication Arts)
- Released Items
- Grade Level Expectations

Grade Level Expectations

- The expectations represent the Department's latest effort to explicate the Show-Me Standards, in order to help local educators articulate precise learning outcomes for their students.

- District staff may use these expectations to strengthen alignment of their curricula to the Show-Me Standards, while Department staff will incorporate them into the model curriculum.

- The expectations, required under the No Child Left Behind Act of 2001, also provide more specific achievement targets for the MAP assessments and will inform the test-development process.

Selecting Instructional Goals

- Value

- Clarity

- Suitability for Diverse Students

- Balance

➢ Identify the outcomes of the instruction.

➢ Guide the instructional content (scope and sequence).

➢ Establish how instructional effectiveness will be evaluated.

Select Instructional Goals

- **Define instructional goals**
- **Develop performance objectives**
- **Select an instructional method** (choose methods that most effectively achieve the performance objectives)
- **Assemble instructional material**
- **Plan and conduct an evaluation**

Designing Coherent Instruction

- **Learning Activities**

- **Instructional Materials and Resources**

- **Instructional Groups**

- **Lesson and Unit Structure**

  - Align .....Align....Align your learning activities and instructional materials to the standards/grade level expectations/curriculum.

  - Align your lessons and unit structures to the standards/expectations/curriculum.

  - Align your teaching strategies, techniques, and instructional practices to the standards/expectations/curriculum.

Instructional Materials

- District Curriculum
  - Textbooks, workbooks, instructional materials
- State Provided Materials
  - Curriculum Frameworks and Assessment Annotations
  - Grade Level Expectations
  - Released Items
  - Achievement Level Descriptors
  - Interpretations to the Curriculum Frameworks
  - Supplements to the Curriculum Frameworks
  - Grade Level Expectations
  - Glossary of Terms for Grade Level Expectations
  - Frequently Used Words on the MAP

Instructional Materials (continued)

- Supplemental Materials
  - CTB McGraw Hill
  - Buckle Down
  - Harcourt
  - Globe Fearon
  - Dale Seymore
  - Steck Vaughn
  - ETC, ETC, ETC
- Crystal Reports/Data Analysis
  - Compile longitudinal data analysis reports to aid in instructional improvement
- Use Resources Available
  - Department of Elementary and Secondary Education
  - Successlink
  - Internet

Instructional Materials (continued)

- Your Key to Success

(once you have accumulated your materials)

- Organize! Organize! Organize!

Assessment

- The roadmap to improved student achievement
- It's about "LEARNING" not "TEACHING"
- Provides proper diagnosis of areas of concern
  - Content or Process
- Provides critical information for changes in curriculum, instruction and programs.

Assessment For Learning

- Provides guidance to teachers
  - To identify individual student learning needs
  - Modify instructional strategies to reach all students
  - Receive focused assistance from PLC Team members
  - Provide direction for PLC Team members and targets Professional Development needs

Assessment For Learning

- Provides guidance to students
  - To identify weak areas and develop strategies to improve learning
  - To set goals and targets
- Provides motivation to students to improve learning

Assessment of Learning

- Assists in answering and guiding:
  - Did we reach our goals and targets?
  - What next?
    - Setting of SMART GOALS
    - Changes in programs
    - Changes in curriculum
    - Changes in Professional Development

Structure Utilized

- Professional Learning Communities: Focus on Learning
  - 5 PLC TEAMS
    - Primary (K-3 teachers)
    - Math (4-12)
    - Communication Arts (3-12)
    - Science (3- 12)
    - History (3-12)
  - PLC Teams analyze MAP data at the beginning of each year

Structure

- PLC TEAMS set SMART Goals and develop action plans
- Construct lessons/assessment together
- Implement lessons/assessments in the classroom
- Collect Student work and bring back to the group to analyze.
  - Refine and rework assessments, lessons to reach all students.

Charleston R1 Professional Development

- An emphasis of extensive professional development is placed on schools who are targeted for improvement.

- We began with a review of data to determine our needs-mainly achievement data at this point.

- Our superintendents took a district wide approach to prof. dev. for the first couple of years.

Charleston R1 Professional Development

- We began looking deeper into other data that effects student achievement.

- We then began narrowing our efforts to fit individual grade level and building needs.

- Margaret Rowe – Head Teacher Charleston Kindergarten Center
- Before Prof. Dev.
  - Students: knew lots of facts, knew their letters and sounds, learned math with hands-on materials, used APPLE computers, colored beautifully, wrote nicely on lined paper, COPIED words in journals, had good behavior, were complimented on field trips
  - Our Box was perfect and CLOSED!!
  - SCORED LOW ON ACHIEVEMENT TESTS

PROFESSIONAL DEVELOPMENT

- Building Block Reading and Writing Training, book study "Apprenticeship to Literacy," National Kindergarten Conference, Understanding Poverty presenter, visited performing kdg. school

*District supported new ideas, purchased materials, we jumped in with both feet and...WE OPENED OUR BOX!!

- The following jumped out of the box:
  1) Parent involvement activities
  2) Student participation in their own
     learning
  3) Risk-taking learning
  4) Guided Reading-lots of it!
  5) Open ended journal writing with
     creative spelling

WHAT HAS RESULTED?

*Students who express their ideas verbally and on paper

*Many students who can actually read before 1st grade

*Students who are more ready for the rigorous challenges of 1st grade than ever before

*23% reduction in 1st grade students not on grade level in communication arts on the Terra Nova test - 63% in 2003 to 40% in 2004

(We can't wait to see 2005 Terra Nova test results!!)

Jayna Holley – 4th Grade Teacher

Rita Pearson- Presentation of Understanding Poverty by Ruby Payne

*recognizing and understanding the

value system of people in

poverty

*understanding how to address rules in their

class, how to "talk" to students and

parents, how to address learning

expectations, importance of working

teachers working together for students

- Departmentalization
  1) 5 different teaching styles to fit the different types of learners
  2) teachers focusing on their area of strength
  3) importance of teacher collaboration
  4) importance of knowing all students in the grade level
  5) parental communication more effective with five teacher viewpoints

- Improving Reading Comprehension
  1) Increasing Time for Communication Arts
  2) Incorporating 2 sections of Reading instruction
  3) Implementing strategies that are research based to improve reading instruction: UNRAVEL, 4 Block Strategies-RIVET, 4-Square Vocabulary, 20 Word Summaries, Think Alouds, Think-Pair-Share, 4 Square Writing, Vocabulary emphasis

4) Working to improve test scores:

*assessing data from the Terra Nova

*departing from the text

*working in groups

*after school tutoring programs

*involving parents

- Closing the Achievement Gap - Map Power Verbs by Larry Bell
- Writing Quality Answers by Jana Scott
- Creating & Analyzing School Data Portfolio with Victoria Bernhardt
- Higher Order Thinking Skills with Roblyn Hatch
- Reading Across the Curriculum with Elaine McEwan Adkins
- 4 Square Writing – STARR teachers

- District Focus

*Understanding and teaching poverty student subgroup

*Providing consistency in what students are learning throughout the grade levels

*Preparing students for the MAP test in such a way that they are not overwhelmed by its content, format and complexity

*Involving parents in education of their children

WHAT HAS RESULTED?

	Bottom	Top
Communication Arts	-17.8%	+6.4%
Math	-5.1%	+19.1%
Social Studies	-30.4%	+41.3%
Science	-20.6%	+10.3%

Leadership

Strand 4

"Attitude reflects Leadership."

As leaders we can never forget that we:

- Set the standard

- Lead by example

Reflec*tion*/Realiza*tion*
Educa*tion*
Communica*tion*
Collabora*tion*
Evalua*tion*
Recogni*tion*

Reflec*tion*/Realiza*tion*

- Look at yourself/school realistically
- Recognize weaknesses and strengths

Educa*tion*

- Start with yourself.
- Be a professional.
- Help make your staff professionals.
- Professional development reflects staff needs.
- Professional development must be ongoing.
- Professional development must be implemented in the classroom.

Communica*tion*

- The majority of problems in school are the result of poor communication with staff, students or parents.

- Important communications must be given to the relevant parties in print.

- Important communications must be given to the relevant parties face to face.

Mrs. McEntire's First Grade

West St. Francois Co. R-IV

Biography Read about Mrs. McEntire	**Schedule** See our daily schedule.	**Newsletter** Read class news, upcoming events, and special announcements.	**All About Us** View class rules, rewards, consequences, and policies.	**Calendar** Find important school dates as well as breakfast and lunch menus.
Spelling Words Check out our current spelling list.	**Star Students** See student achievements.	**Class Pictures** See what we are doing in class.	**Teacher Links** Find helpful teacher sites.	**Website Links** Find fun and helpful sites to use at home.

Email

Sheryl's Originals

Collabora*tion*

- The principal must have an open door policy.
- The principal must go into the classrooms, cafeteria, playground, where ever students and teachers are.
- The principal must coordinate schedules to enable the staff to have weekly grade level meetings.
- The principal must be an active listener in all meetings.

Evalua*tion*

- Students, staff and administration must have a valid measurable assessment in place from year to year to determine progress.

Recogni*tion*

- Celebrate accomplishments.
- Use humor to relieve stress.

"The most promising strategy for sustained, substantive school improvement is developing the ability of school personnel to function as professional learning communities."

Richard DuFour

Additional Features in Packet

- Information regarding professional development along Reading First guidelines

- Professional Development Pitfalls useful for all areas prepared by Reading First

- Possible Sources of Professional Development monies

CREDITS

- www.dese.mo.gov

- www.readingfirstsupport.us

- www.nsdc.org/standards/

- www.ascd.org

- Annotated bibliography corresponding to each NSDC Standard

APPLAUSE/THANKS

We thank the presenters who have given of their time to prepare for this presentation

While some schools have been in school improvement, the processes are valuable tools for all schools